

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

CDC 120 13-3880 Park Elementary School Wide Title-I Updated Plan

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ORANGE	School: PARK AVENUE SCHOOL
Chief School Administrator: RONALD LEE	Address: 231 PARK AVENUE
Chief School Administrator's E-mail: LEERONAL@ORANGE.K12.NJ.US	Grade Levels: K-7
Title I Contact: FAY POLEFKA	Principal: DR. MYRON HACKETT
Title I Contact E-mail: POLEFKFA@ORANGE.K12.NJ.US	Principal's E-mail: HACKETMY@ORANGE.K12.NJ.US
Title I Contact Phone Number: 973-677-4000	Principal's Phone Number: 973-677-4124

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

✓ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Myron A. Hackett

Principal's Name (Print)

Myron A. Hackett

Principal's Signature

6-19-2015

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held ____10____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ _____, which comprised _____% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ _____, which will comprise _____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dr. Myron Hackett	Principal	X	x	X	
Tamika Withers	Primary Teacher	X	X	X	
Dr. Denise Harlem	Technology Coordinator	X	X	X	
Maria Beaghen	Intermediate Teacher	X	X	X	
Adam DiLorenzo	Middle School Math Teacher	X	X	X	
Miriam McCoy	Special Education Resource Teacher	X	X	X	
Devonii Reid	Assistant Principal	X	X	X	
Elizabeth Copeland	Secretary	X	X	X	
Linda Bell-Jones	Paraprofessional	X	X	X	
Antoinett Hall	Parent	x	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
August 2014	Main Office Conference Room	School Retreat – Global School Community	Yes		Yes	
September 15, 2014	Main Office Conference Room	Plan & Needs Assessment Committee Reports	Yes		Yes	
October 13, 2014	Main Office Conference Room	Plan & Needs Assessment Committee Reports	Yes		Yes	
November 10, 2014	Main Office Conference Room	Plan & Needs Assessment Committee Reports	Yes		Yes	
January 26, 2015	Main Office Conference Room	Plan & Needs Assessment Committee Reports	Yes		Yes	
February 24, 2015	Main Office Conference Room	Plan & Needs Assessment Committee Reports	Yes		Yes	
March 23, 2015	Main Office Conference Room	Plan & Needs Assessment	Yes		Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

		Committee Reports				
April 28, 2015	Main Office Conference Room	Plan & Needs Assessment Committee Reports	Yes		Yes	
May 18, 2015	Main Office Conference Room	Plan & Needs Assessment Committee Reports	Yes		YES	
June 18, 2015	Main Office Conference Room	Plan Development	YES		YES	

**Add rows as necessary.*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The mission of Park Avenue School is to provide a positive and safe learning environment where all students acquire the academic knowledge and skills to ensure a future of achievement and to instill the core values of responsibility, respect, empathy, and integrity.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

The academic program at Park Avenue School was implemented as planned. High-quality professional development was provided in all core program areas, including unpacking the Common Core State Standards, Benchmark, as well as Best Instructional Practices. Additionally, teacher schedules were developed to ensure that common planning and grade level practices occurred to support each teacher with delivering instruction and programs effectively.

2. What were the strengths of the implementation process?

The overall strength in the implementation process was the ability to provide each teacher with common planning and high-quality professional development in the priority areas. This allowed each individual teacher and classroom to establish common procedures and plans that met the needs of all learners. The process also allowed teachers to collaborate and articulate with grade level counterparts across the district.

3. What implementation challenges and barriers did the school encounter?

Some challenges that occurred in the implementation were the inconsistencies in student attendance at afterschool and Saturday Academies that provided enhanced support in the priority areas. Additionally the continued implementation of Student Growth Objectives in correlation with the new legislative mandates of Achieve NJ held certificated staff to higher levels of standardization.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

An apparent strength in the implementation of the program was the consistency in unpacking the Common Core State Standards, the Standardized Curriculum and Pacing, and the continued standardization of assessments across the district. This allowed for common language across grade levels and standardization of the required assessments. A weakness in the program implementation was the

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

quality of lesson planning and the elements needed to have effective instructional delivery (differentiation of instruction, choice menus, high level questioning/discussion techniques).

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

The buy-in from all stakeholders continues to be an on-going task within the school. Much support is needed in having a clear understanding of the Common Core State Standards and how they each impact every part of the school program, as well as having a clear understanding of the Danielson Framework for Observations and Evaluations and how it relates to improved teaching and learning.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Staff perceptions of the program continue to be positive and geared towards student success and achievement. A staff survey was administered.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Community perceptions continue to be positive and also geared towards student success, achievement, and the strengthening of the home-school connection.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

All (one-on-one, whole group, small group, etc.) learning and instructional structures were used to deliver each program in an effective manner.

9. How did the school structure the interventions?

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Interventions were structured by the classroom teacher, as needed, based on a review of data from teacher, school, and district assessments. Additionally, the use of differentiated instruction, the Sheltered Instruction method, a 45 minute zero-period Math 180, iRead classroom centers and a 45 min Read 180 period for struggling students allowed teachers to scaffold learning and activities.

10. How frequently did students receive instructional interventions?

Instructional interventions were a part of the daily routine of teachers, as differentiation of instruction is a required delivery method in classrooms. More intensive interventions were also provided in Afterschool Academy, through small group and one-to-one tutoring.

11. What technologies did the school use to support the program?

Technology is a vital part of the academic program. The use of different software and internet-based programs, Discovery Education, BrainPop, iRead, Read 180, Math 180, SRI, SMART Technologies and the increase in the number of technology devices has allowed teachers to expand learning beyond the textbook and has allowed students to interact with different learning structures. Additionally, the use of devices – Chromebooks, Desktop Computer Stations, Flip Cameras, iPads, Smartboards and classroom responders has also expanded learning into the virtual world.

12. Did the technology contribute to the success of the program, and if so, how?

Technology has contributed to the success of the program. It allows teachers to enhance and differentiate instruction in all academic areas. It allows students to interact with different elements of classroom content, by using different learning software and technological devices.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	22	16	IR& S Services Parent Workshops One-to-One Tutoring Saturday PARCC Academy Afterschool Academy Sheltered English Differentiated Instruction	The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet. All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity. Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions.
Grade 5	44	27	IR& S Services Parent Workshops One-to-One Tutoring Saturday PARCC Academy Afterschool Academy Sheltered English Differentiated Instruction Read 180	The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet. All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity. Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions.
Grade 6	33	31	IR& S Services Parent Workshops	The families of some students were given one-on-one tutoring during the school day are resisting attempts by the

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			<p>One-to-One Tutoring</p> <p>Saturday PARCC Academy</p> <p>Afterschool Academy</p> <p>Shelterd English</p> <p>Differentiated Instruction</p> <p>Read 180</p>	<p>school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity.</p> <p>Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions.</p>
Grade 7	31	35	<p>IR& S Services</p> <p>Parent Workshops</p> <p>One-to-One Tutoring</p> <p>Saturday PARCC Academy</p> <p>Afterschool Academy</p> <p>Sheltered English</p> <p>Differentiated Instruction</p> <p>Read 180</p>	<p>The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity.</p> <p>Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions.</p>

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Grade 4	16	11	<p>IR& S Services</p> <p>Parent Workshops</p> <p>One-to-One Tutoring</p> <p>PARCC Saturday Academy</p> <p>Afterschool Academy</p> <p>Sheltered English</p> <p>Differentiated Instruction</p>	<p>The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity.</p> <p>Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

				varying schedules. However, not all parents of the children on this list attend the sessions.
Grade 5	27	13	IR& S Services Parent Workshops One-to-One Tutoring PARCC Saturday Academy Afterschool Academy Sheltered English Differentiated Instruction Math 180	<p>The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity.</p> <p>Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions.</p>
Grade 6	23	18	IR& S Services Parent Workshops One-to-One Tutoring PARCC Saturday Academy Afterschool Academy Sheltered English Differentiated Instruction Math 180	<p>The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity.</p> <p>Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions.</p>
Grade 7	33	29	IR& S Services Parent Workshops One-to-One Tutoring PARCC Saturday Academy Afterschool Academy Sheltered English Differentiated Instruction Math 180	<p>The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet.</p> <p>All students are offered applications to attend the after-school and Saturday tutorial classes. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity.</p> <p>Parent workshops are offered to all families and are offered</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions.
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Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	6	6	IR& S Services Parent Workshops One-to-One Tutoring Afterschool Academy Sheltered English Differentiated Instruction Guided Reading Learning Centers iRead	<p>The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet.</p> <p>All students are offered applications to attend the after-school. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity.</p> <p>Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions due to personal and family issues.</p> <p>Preschool is offered to all families residing in the Orange Community however, not all students participate.</p>
Grade 1	11	8	IR& S Services Parent Workshops One-to-One Tutoring Afterschool Academy Sheltered English Differentiated Instruction Guided Reading	<p>The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet.</p> <p>All students are offered applications to attend the after-school. However, although strongly encouraged, not all of the students on this list attend the program and some</p>

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			Learning Centers iRead	attend with irregularity. Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions due to personal and family issues.
Grade 2	5	6	IR& S Services Parent Workshops One-to-One Tutoring Afterschool Academy Sheltered English Differentiated Instruction Guided Reading Learning Centers iRead	The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet. All students are offered applications to attend the after-school. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity. Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions due to personal and family issues.
Grade 3	10	25	IR& S Services Parent Workshops One-to-One Tutoring PARCC Academy Afterschool Academy Sheltered English Differentiated Instruction Guided Reading Learning Centers	The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet. All students are offered applications to attend the after-school. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity. Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions due to personal and family issues.

Mathematics	2013 -	2014 -	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i>
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

	2014	2015		result in proficiency (Be specific for each intervention).
Kindergarten	7	8	IR& S Services Parent Workshops One-to-One Tutoring Afterschool Academy Sheltered English Differentiated Instruction Learning Centers Math Games	<p>The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet.</p> <p>All students are offered applications to attend the after-school. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity.</p> <p>Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions. Preschool is offered to all families residing in the Orange Community however, not all students participate.</p>
Grade 1	11	9	IR& S Services Parent Workshops One-to-One Tutoring Afterschool Academy Sheltered English Differentiated Instruction Learning Centers Math Games	<p>The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet.</p> <p>All students are offered applications to attend the after-school. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity.</p> <p>Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions.</p>
Grade 2	11	10	IR& S Services Parent Workshops One-to-One Tutoring Afterschool Academy	<p>The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			<p>Sheltered English Differentiated Instruction Learning Centers Math Games</p>	<p>yet. All students are offered applications to attend the after-school. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity. Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions.</p>
Grade 3	9	14	<p>IR& S Services Parent Workshops One-to-One Tutoring PARCC Academy Afterschool Academy Sheltered English Differentiated Instruction Learning Centers Math Games</p>	<p>The families of some students were given one-on-one tutoring during the school day are resisting attempts by the school to test the children for academic disabilities. The school is persisting with the family, but to no avail yet. All students are offered applications to attend the after-school. However, although strongly encouraged, not all of the students on this list attend the program and some attend with irregularity. Parent workshops are offered to all families and are offered on different nights and days of the week to accommodate varying schedules. However, not all parents of the children on this list attend the sessions.</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA/MA	ALL	Grade Level Common Planning Schedule	YES	Benchmark Assessments; Qwizdom, Common Planning Minutes	A 10% increase in student engagement, achievement and classroom performance as measured by district-developed assessments. A review of Grade Level and Common Planning Minutes identified student interventions leading towards mastery of Common Core.
ELA	ALL	Read 180	YES	SRI	10% Increase in student achievement on classroom performance and benchmark assessments. Read 180 Reports reviewed monthly by administration.
ELA/MA	ALL	After Hours Academies	YES	Benchmark Assessments; Qwizdom, Attendance Sheets	A 10% increase in student engagement, achievement and classroom performance as measured by district-developed assessments. Daily Attendance reviewed.
ELA/MA	ALL	Saturday PARCC Academy	YES	Benchmark Assessments; Qwizdom, Attendance Sheets	A 10% increase in student engagement, achievement and classroom performance as measured by district-developed assessments. Daily Attendance reviewed.
ELA/MA	ALL	Learning Centers/Stations	YES	Benchmark Assessments; Qwizdom, Lesson Plans	10% Increase in student achievement on classroom performance and benchmark assessments. 100% of Lesson Plans acknowledged the use of stations/centers to enrich/remediate skills and strategies aligned to common core.
ELA	ALL	Writer's Workshop	YES	Student Portfolios/Writer's Journals, Lesson Plans	Students improved at least one rubric score from the initial baseline as measured by the NJ PARCC Rubric.
ELA	ALL	Guided Reading	YES	Benchmark Assessments;	Guided Reading levels increased at least two

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Qwizdom	Fountas and Pinnell Levels from the Baseline Assessment.
Math	ALL	Math Do Nows	YES	Benchmark Assessments; Qwizdom	10% Increase in student achievement on classroom performance and benchmark assessments. 100% of Lesson Plans acknowledged the use of Math Do Nows to enrich/remediate skills and strategies aligned to common core.
ELA	ALL	Daily Capsules/Do Nows	YES	Benchmark Assessments; Qwizdom, Lesson Plans	100% of Lesson Plans acknowledged the use of Daily Capsules/Do Nows to enrich/remediate skills and strategies aligned to common core.
Math	ALL	Math 180	YES	Assessments	10% Increase in student achievement on classroom performance and benchmark assessments.
ELA	ELLs, All	Sheltered English	YES	Benchmark Assessments; Writing Portfolios, Pre-and Post-Tests, Lesson Plans	100% of Lesson Plans acknowledged the use of Sheltered English to enrich/remediate skills and strategies aligned to common core.
Math	ELLs, All	Sheltered English	YES	Benchmark Assessments; Writing Portfolios, Pre-and Post-Tests, Lesson Plans	100% of Lesson Plans acknowledged the use of Sheltered English to enrich/remediate skills and strategies aligned to common core.
ELA	ELLS, ALL	Rosetta Stone	YES	Benchmark Assessments; Writing Portfolios, Pre-and Post-Tests	10% Increase in student achievement on classroom performance and benchmark assessments.
ELA	ALL	iRead	Yes	Assessment/Growth Reports	Guided Reading levels increased at least two Fountas and Pinnell Levels from the Baseline Assessment.

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA/MA	Special Education	Extended YEAR Academic Academy	Yes	Pre/Post Tests	10% Increase in student achievement on classroom performance and benchmark assessments and documented Daily Attendance.
ELA/MA	ALL	Saturday PARCC Academy	Yes	Pre/Post Tests	10% Increased student achievement on the PARCC 3-7 through the use of ongoing exposure to model test questions.
ELA/MA	ALL	School Clubs – Bridge/Sewing/Robotic s, etc. Critical Thinking & Problem Solving	YES	Pre/Post Tests Projects	10% Increase in student achievement on classroom performance and benchmark assessments and documented Daily Attendance. Increased participation in real word applications of problem solving – school wide fashion show, state and regional bridge tournaments, and robotics support.
ELA	ALL	After Hours Academies	YES	Benchmark Assessments; Qwizdom	10% Increase in student achievement on classroom performance and benchmark assessments and documented Daily Attendance.
Math	ALL	After Hours Academies	YES	Pre/Post Tests	10% Increase in student achievement on classroom performance and benchmark assessments and documented Daily Attendance.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ALL	SGOs	YES	Observations/Evaluations Walkthroughs/Teacher SGO Data	A 10% growth in student achievement on SGO assessments. 85% of staff achieved an SGO rating of 3 or better. http://www.state.nj.us/education/AchieveNJ/
Math	ALL	SGOs	YES	Observations/Evaluations Walkthroughs/Teacher SGO Data	A 10% growth in student achievement on SGO assessments. 85% of staff achieved an SGO rating of 3 or better. http://www.state.nj.us/education/AchieveNJ/
ELA	ALL	Smart Learning Objectives	YES	Lesson Plans in Genesis/Memorandums	80% of staff mastered writing smart learning objectives as measured by language and rigor within classroom environments as documented in observations/walkthroughs.
Math	ALL	Smart Learning Objectives	YES	Lesson Plans in Genesis/Memorandums	80% of staff mastered writing smart learning objectives as measured by language and rigor within classroom environments as documented in observations/walkthroughs.
ELA	All	Communication and Questioning in Instruction to Raise Student Engagement Through the Universal Design for Learning/Habits of Mind	YES	Observations and Evaluations/Staff Agendas/Learning Stations	At least 50% of staff have a clear understanding of the use of questioning in the learning environment as measured by the Walkthrough Results of Teachscape.
MA	All	Communication and	YES	Observations and	At least 50% of staff have a clear

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Questioning in Instruction to Raise Student Engagement Through the Universal Design for Learning		Evaluations/Staff Agendas/Learning Stations	understanding of the use of questioning in the learning environment as measured by the Walkthrough Results of Teachscape.
ELA	ALL	Raising Classroom Rigor & Differentiated Instruction	YES	Observations and Evaluations Pre/Post Test Assessments	100% completion of staff exit tickets from 3 staff meetings on rigor and differentiation of instruction. Formal observations of staff documented in Teachscape.
Math	ALL	Raising Classroom Rigor & Differentiated Instruction	YES	Observations and Evaluations Pre/Post Test Assessments Exit Tickets from Staff Meetings	100% completion of staff exit tickets from 3 staff meetings on rigor and differentiation of instruction. Formal observations of staff documented in Teachscape.
ELA	ALL	Teachscape Domain 2 & 3	YES	Observations and Evaluations Pre/Post Test Assessments	80% of Teachers will achieve a rubric score of at least a 3 on observations/evaluations in Domain 2/3.
Math	ALL	Teachscape Domain 2 & 3	YES	Observations and Evaluations Pre/Post Test Assessments	80% Teachers will achieve a rubric score of at least a 3 on observations/evaluations in Domain 2/3.
ELA	ALL	Content Area PD	YES	Observations and Evaluations Pre/Post Test Assessments	100% of staff completed the required 20 hours of professional development as measured by documentation in My Learning Plan.
Math	ALL	Content Area PD	YES	Observations and Evaluations Pre/Post Test Assessments	100% of staff completed the required 20 hours of professional development as measured by documentation in My Learning Plan.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				My Learning Plan	

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ALL	Parent Academy	YES	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
MA	ALL	Parent Academy	YES	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	PTO	All stakeholders	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
MA	Students with Disabilities Homeless Migrant ELLs Economically	PTO	YES	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged				
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Family Literacy	YES	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
MA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Family Math	YES	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
ELA	ELLs	Latino Literacy	YES	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Celebrity Read/Read Across America	YES	Agenda/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA/MA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Open House & Parent Teacher Conferences	YES	Agendas/Sign In Sheets/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
ELA/MA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Winter& Spring Concerts/Science Fair/Community Events	YES	Agendas/Sign In/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

✓ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Myron A. Hackett

Principal's Name (Print)

Myron A. Hackett

Principal's Signature

6-19-2015

Date

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK 3-7, PARCC (when received) Journeys Assessment, Benchmark Assessments, Written Assessments & Projects	A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient).
Academic Achievement - Writing	NJ Holistic Scoring Rubric, PARCC Rubric, District Summative Writing Assessment, Portfolios, Pride Essay Contest, Benchmark Assessments	A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient).
Academic Achievement – Mathematics	NJASK 3-7, PARCC (when received) ,Benchmark Assessments, Math in Focus, Connected Math	A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient).
Family and Community Engagement	Attendance at: Open House, PT Conferences, Bring Your Parent to School Day, PTO Meetings, Honor Roll Assemblies, Social Activities, etc., Family Math Night	An Open-Door Policy for parents to visit with the administrator and teachers ensure continued communication and an opportunity for parents to become involved and volunteer their services more easily thereby improving academic performance. Parents sign in at the security desk and at school activities. A 10% growth in family/parental involvement.
Professional Development	Surveys related to 2014-2015 job embedded and workshop staff development	Both ongoing job-embedded professional development and specific workshops have been instrumental in providing teachers with assistance in delivering instruction. Results are measured through teacher discourse during grade level meetings, through lesson plans that include elements of the

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Professional Development, through observations of teachers infusing the new information into instruction, and student scores on benchmark assessments in the particular content areas. The 14-15 survey revealed more than 75% of staff indicated that questioning, breaking down the block/learning centers, co-teaching and analyzing student assessment data are areas of PD needs among certificated staff.
Homeless	N/A	No homeless children attend Park Avenue School.
Students with Disabilities	READ 180, iRead, APA, After School Academy, PARCC Academy, Summer School Academy, and Clubs, Benchmark Assessments, Model Assessments	Using multiple measures, teachers will work to increase student Fountas and Pinnell guided reading levels by three from the baseline assessment by increasing reading engagement, fluency and comprehension at rates commensurate with expectations in IEPs.
English Language Learners	ACCESS, APA, After School Academy, PARCC Academy, Summer School Academy, and Clubs, Benchmark Assessments, Model Assessments	Using multiple measures, teachers will work to increase student Fountas and Pinnell guided reading levels by three from the baseline assessment by increasing reading engagement, fluency and comprehension at rates commensurate with the WIDA standards.
Economically Disadvantaged	After School Academy, PARCC Saturday Academy, Summer School Academy, and Club Assessment, Model Assessments	10% of the students gained at least one year in reading, writing, and math levels as a result of participation in the extended day programs. Growth is measured via Journey's Assessments, Benchmark Assessments and Summative Writing Samples. Attendance is taken by teachers.
School Climate and Culture	Retention Rate, Collaboration, No Fault, Consensus, Men On a Mission (MOM), Home/School connection	The retention rates remain low which indicates that students are progressing from grade level to grade level at a higher rate. 50 teaching staff and stakeholders work together to create and sustain a positive, interactive, no-fault school environment. Retention rates are part of the school demographics.
Leadership	Surveys, Feedback, Communication with faculty, students and families, observations and informal evaluations	Increased 25 % of the staff's understanding and instructional delivery of Domains 2&3 in the Danielson Observation Model.
Data Team	NJASK 3-7, PARCC (when	Score at least a 3.0 on the rubric for Quarterly Data Reviews.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	received) Journeys Assessment, Benchmark Assessments, Written Assessments & Projects	
SCiP	Surveys, Feedback, Corrective Action Plans, SGOs, Observations & Evaluations, Mentor Logs	Increased 25 % of the staff's understanding and instructional delivery of Domains 2&3 in the Danielson Observation Model.

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its needs assessment?

During the 2014-2015 school year, Park Avenue Elementary School administrators, teachers, support staff, students, and parents completed comprehensive needs assessment surveys in the areas of school climate, time on task, facilities and resources, empowerment, leadership, community engagement, professional development, new teacher support, mentoring, curriculum, instruction, and formative and summative assessments. The summary of the results clearly identified the priority areas of the school.

2. What process did the school use to collect and compile data for student subgroups?

The principal, assistant principal, technology coordinator, school social worker, district coach/supervisor and a grade level teacher analyzed the data from the NJASK subgroup reports. Grade Level and Data Teams reviewed individual student data to make informed decisions about instructional processes. Each subgroup either had its own report, or the report was disaggregated in a section of a report. Subgroup results, as well as district assessment results, were compared to prior years and analyzed for areas of weaknesses and strengths.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

- 3.** How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? ¹

The collection methods for district assessments were statistically sound because they were inclusive.

- 4.** What did the data analysis reveal regarding classroom instruction?

The data were compiled by taking the raw scores and responses from the surveys and converting them into percentages. A comparison of test data from previous years was generated and reviewed by staff members at the start and end of the school year to establish specific instructional goals for teachers to follow as well as ways to facilitate the delivery of such goals. The data analysis revealed that students continue to fall behind in ELA and Math and further professional development in the priority areas is needed for the instructional staff to make strides in demonstrating student growth.

- 5.** What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Professional Learning at Park Avenue School took place as a combination of job embedded and out of district learning opportunities. Job embedded opportunities were provided at the building level through professional consultants, district level workshops, workshops provided by the Park Avenue School Principal, Assistant Principal, District Supervisors, Classroom Teachers and the Technology Coordinator. These learning opportunities were successfully implemented in teachers' classrooms as evidenced by teacher observations conducted by the principal. However, 75% of teachers have identified a need continuous support to assist with questioning, co-teaching, analyzing student data and breaking down the block/learning centers for all students' styles of learning, as well as for the subgroup populations (Special Education and ELL).

- 6.** How does the school identify educationally at-risk students in a timely manner?

At-risk students are identified through a variety of methods early in the school year. Newly enrolled students who enter after the start of the school year are given an assessment of skills to determine placement by classroom teachers – Running Records, Math Assessments, Etc. Park Avenue School staff review student standardized test data at the beginning of the school year and as needed throughout the school year for newly enrolled students. Extended Day and Saturday are designed around assisting the students in meeting the CCSS.

- 7.** How does the school provide effective interventions to educationally at-risk students?

¹ Definitions taken from Understanding Research Methods” by Mildred Patten

Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

At-risk students are identified through a variety of methods early in the school year or upon enrollment in the school. Newly enrolled students are given an assessment of skills and placed in the appropriate educational setting by their classroom teacher. Park Avenue School staff review student standardized test data at the beginning of the school year to determine areas of strengths and weaknesses for effective planning. Extended Day and Saturday Programs are designed around assisting the students in meeting and achieving the CCSS. Additionally, students who continue to struggle after receiving extended services are referred to the I&RS team for additional recommendations.

8. How does the school address the needs of migrant students? N/A
9. How does the school address the needs of homeless students? N/A
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

After providing the assessment results, articulation occurred at both staff and grade level common planning meetings. Staff Members were charged with determining cross curricular teaching strategies that would improve the instructional program in their grade level for their particular students. Also, articulation occurred at grade level meetings between kindergarten through fourth grade teachers to determine the appropriateness of the scope and sequence based on the assessment results. Teachers in Grades 3 and 4 utilize formative assessments from the district to provide information to each other. Kindergarten through second grade teachers utilize unit assessments, iRead reports and data from the Benchmark Assessments to provide information to each other.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

Preschools in the Township of Orange visit the school's kindergarten class at the beginning of May. The kindergarten teachers are provided with the tools of the Five-Year Preschool Curriculum, High Scope and Work Sampling Data to transition children from the pre-school to kindergarten with the appropriate professional development and materials. Kindergarten Orientation is provided for the parents of students entering kindergarten. Parents are introduced to the teachers and the curriculum. They are given a tour of the school and are shown the kindergarten classrooms. Grade 7 participate in an orientation session at OPA scheduled with the support of Guidance Counselors/Social Workers.

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

The Needs Assessment for the 2014-2015 Title 1 Unified Plan was a year long collaborative effort. After reviewing the data from the school surveys, assessments, and professional development surveys, the School Management Team reached consensus about the priority areas. Teacher checklists were compiled and a summary of the results clearly identified the priority areas of instruction.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the Achievement Gap – Grades 3-5 English Language Arts, All Subgroups	Closing the Achievement Gap – Grades 6-7 English Language Arts, All Subgroups
Describe the priority problem using at least two data sources	50% or more of the students are not mastering the CCSS in LAL in Grade 3-5 as measured by NJASK, and Benchmark Assessments.	50% or more of the students are not mastering the CCSS in LAL in Grade 6 & 7 NJASK and Benchmark Assessments.
Describe the root causes of the problem	Continuous need for job-embedded coaching, professional development, demonstration, and mentoring in best practices language arts instructional techniques.	Continuous need for job-embedded coaching, professional development, demonstration, and mentoring in best practices language arts instructional techniques.
Subgroups or populations addressed	Partially Proficient – General Education, Special Education Students, ELL	Partially Proficient – General Education, Special Education Students, ELL
Related content area missed (i.e., ELA, Mathematics)	Language Arts	Language Arts
Name of scientifically research based intervention to address priority problems	Balanced Literacy (Reader's Workshop, Word Study, Writer's Workshop) Learning Centers Differentiated Instruction Literacy Workshops Reading Comprehension Strategies 6+1 Traits of Writing Read 180 Benchmark Assessments Sheltered English	Balanced Literacy (Reader's Workshop, Word Study, Writer's Workshop) Learning Centers Differentiated Instruction Literacy Workshops Reading Comprehension Strategies 6+1 Traits of Writing Read 180 Benchmark Assessments Sheltered English
How does the intervention align with the Common Core State Standards?	All programs and strategies are directly aligned with CCSS indicators.	All programs and strategies are directly aligned with CCSS indicators.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Infuse rigor in Mathematics to increase student achievement and engagement to close the achievement gap in all subgroups.	
Describe the priority problem using at least two data sources	50% or more of the students are not mastering the CCSS as measured by district developed Benchmark Assessments 84 students in Grades 4-7 scored partially proficient on NJASK 2014.	
Describe the root causes of the problem	Instructional practices need to see a major paradigm shift from teaching to learning with outcomes being clearly identified. Instructional methodologies must align with current best practices, and must be infused with the skills and content necessary to meet the state standards.	
Subgroups or populations addressed	Partially Proficient – General Education, Special Education Students, ELL	
Related content area missed (i.e., ELA, Mathematics)	Mathematics	
Name of scientifically research based intervention to address priority problems	Connected Mathematics Differentiated Instruction Learning Centers Pre/Post Assessments Sheltered English Go Math! Math 180	
How does the intervention align with the Common Core State Standards?	All programs and strategies are directly aligned with CCSS indicators.	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/MA	ALL	Grade Level Common Planning Schedule	Teachers Administrators	Benchmark Assessments; Lesson Plans	What Works Clearinghouse http://www.nassp.org/tabid/3788/default.aspx?topic=Research_in_the_Middle_Common_Planning_Time
ELA	ALL	Read 180/ iRead	Teachers Administrators	SRI iRead Reports	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_read180_102009.pdf http://teacher.scholastic.com/products/iread/pdfs/iRead_ResearchFoundation_2013.pdf
ELA/MA	ALL	After Hours Academies	Teachers Administrators	Benchmark Assessments; Lesson Plans	What Works Clearinghouse http://www.afterschoolalliance.org/documents/21stCCLC_Overview_030515.pdf
ELA/MA	ALL	Saturday PARCC Academy	Teachers Administrators	Benchmark Assessments; Lesson Plans	What Works Clearinghouse http://www.afterschoolalliance.org/documents/21stCCLC_Overview_030515.pdf
ELA/MA	ALL	Learning Centers/Stations	Teachers Administrators	Benchmark Assessments; Lesson Plans, Student Portfolios	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14
ELA	ALL	Writer's	Teachers	Student	What Works Clearinghouse

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Workshop	Administrators	Portfolios/Writer's Journals	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
ELA	ALL	Guided Reading	Teachers Administrators	Benchmark Assessments; Lesson Plans, Student Work Folders	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Math	ALL	Math Do Nows	Teachers Administrators	Benchmark Assessments; Lesson Plans	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14
ELA	ALL	Daily Capsules/Do Nows	Teachers Administrators	Benchmark Assessments; Lesson Plans	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Math	ALL	Math 180	Teachers Administrators	Assessments	What Works Clearinghouse http://teacher.scholastic.com/products/math180/research-results/math-intervention-validation.htm
ELA	ELLs, All	Sheltered English	Teachers Administrators	Benchmark Assessments; Writing	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_siop_

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				Portfolios, Pre-and Post-Tests	022013.pdf
ELA/MA	ALL	Grade Level Common Planning Schedule	Teachers Administrators	Benchmark Assessments; Lesson Plans, Common/Grade Level Minutes	What Works Clearinghouse http://www.nassp.org/tabid/3788/default.aspx?topic=Research_in_the_Middle_Common_Planning_Time

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/MA	Special Education	Extended YEAR Academic Academy	Yes	Pre/Post Tests, Lesson Plans	What Works Clearinghouse http://www.afterschoolalliance.org/documents/21stCCLC_Overview_030515.pdf
ELA/MA	ALL	Saturday PARCC Academy	Yes	Pre/Post Tests, Lesson	What Works Clearinghouse

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				Plans	http://www.afterschoolalliance.org/documents/21stCCLC_Overview_030515.pdf
ELA	ALL	School Clubs – Bridge/Sewing/etc. Critical Thinking & Problem Solving	YES	Pre/Post Tests Projects	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16
MA	ALL	School Clubs – Bridge/Sewing/etc. Critical Thinking & Problem Solving	YES	Pre/Post Tests Projects	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16
Math	ALL	After Hours Academies	YES	Pre/Post Tests	What Works Clearinghouse http://www.afterschoolalliance.org/documents/21stCCLC_Overview_030515.pdf
ELA/MA	Special Education	Extended YEAR Academic Academy	Yes	Pre/Post Tests	What Works Clearinghouse http://www.afterschoolalliance.org/documents/21stCCLC_Overview_030515.pdf

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/MA	Students with Disabilities	Co-Teaching	SE/GE Teachers	Observations and Evaluations Staff Surveys	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20074011.pdf http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Math	Students with Disabilities	Go Math	SE Teachers, SE Supervisor Administration	Observations and Evaluations Pre/Post Test Assessments Lesson Plans	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 What Works Clearinghouse http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/go-math-k-8
ELA	All	Communication and Questioning in Instruction to Raise Student Engagement Through the Universal Design for Learning	Administrators Teachers	Observations and Evaluations Staff Surveys	http://www.udlcenter.org/ https://www.teachingchannel.org/videos/questioning-in-the-classroom What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf df
Math	All	Communication and Questioning in Instruction to Raise Student Engagement	Administrators Teachers	Observations and Evaluations Staff Surveys	http://www.udlcenter.org/ https://www.teachingchannel.org/videos/questioning-in-the-classroom

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Through the Universal Design for Learning			
ELA	ALL	Raising Classroom Rigor & Differentiated Instruction	Administrators Teachers	Observations and Evaluations Pre/Post Test Assessments	http://caroltomlinson.com/ http://www.edimprovement.org/rigor-in-the-classroom/ http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Math	ALL	Raising Classroom Rigor & Differentiated Instruction	Administrators Teachers	Observations and Evaluations Pre/Post Test Assessments	http://caroltomlinson.com/ http://www.edimprovement.org/rigor-in-the-classroom/ What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf
ELA	ALL	Teachscape Domain 2 & 3	Administrators Teachers	Administration District	Observations and Evaluations www.teachscape.com Danielson Rubrics
Math	ALL	Teachscape Domain 2 & 3	Administrators Teachers	Administration District	Observations and Evaluations Pre/Post Test Assessments www.teachscape.com
ELA	ALL	Content Area PD	District Administrators,	Observations and Evaluations	www.reading.org

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Teachers, Outside Consultants	Pre/Post Test Assessments Staff Surveys	www.readwritethink.org What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_readin_g_pg_021809.pdf
Math	ALL	Content Area PD	District Administrators, Teachers, Outside Consultants	Observations and Evaluations Pre/Post Test Assessments Staff Surveys	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf
ELA	ALL	SGOs	Teachers, Administrators	Observations/Evaluations Walkthroughs SGO Results	http://www.state.nj.us/education/AchieveNJ/
Math	ALL	SGOs	Teachers, Administrators	Observations/Evaluations Walkthroughs SGO Results	http://www.state.nj.us/education/AchieveNJ/
ELA	ELA Teachers	Balanced Literacy	Teachers, Administrators	Observations/Evaluations Walkthroughs	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_readin_g_pg_021809.pdf

****Use an asterisk to denote new programs.***

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally? A combination of internal and external evaluations will be held to evaluate the schoolwide program in the form of Walkthroughs, Observations and Evaluation and a consistent review of data.
2. What barriers or challenges does the school anticipate during the implementation process? A challenge would be the amount of time needed in instructional blocks to ensure the CCSS are fully being taught.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The school will continuously provide professional development and workshops to ensure there is a clear buy in from all stakeholders.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Staff surveys, PLCs and consistent communication will be used to gauge the perceptions of staff.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Community surveys, parent/teacher conferences, PTO meetings, etc., will be used to gauge the perceptions of the community.
6. How will the school structure interventions? Interventions will be structured by the classroom teacher, as needed, based on a review of data from teacher, school, and district assessments. Additionally, the use of differentiated instruction and the Sheltered English method will allow teachers to scaffold learning and activities.
7. How frequently will students receive instructional interventions? Instructional interventions will be a part of the daily routine of teachers, as differentiation of instruction is a required delivery method in classrooms. More intensive interventions will be provided in Afterschool Academy, through small group and one-to-one tutoring.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

8. What resources/ technologies will the school use to support the schoolwide program? Technology will be a vital part of the academic program. The use of different software and internet-based programs, Read 180, SRI, Schoolwires, SMART Technologies, etc. and more, will allow teachers to expand learning beyond the textbook and will allow students to interact with different learning structures. Additionally, the use of devices – Desktop Computer Stations, Flip Cameras, Ipads, Chromebooks, Smartboards and classroom responders will also expand learning into the virtual world.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Data Trackers from assessments, NJASK/PARCC scores (once received in the Fall), observation reports from Teachscape and Walkthroughs, will be used to measure the effectiveness of the interventions provided.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Information on program evaluation will be provided at monthly staff meetings, PTO meetings and the School Website.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	PTO	All stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	National Association of PTOs http://www.ptoday.com/
Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	PTO	All stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	National Association of PTOs http://www.ptoday.com/
ELA	Students with Disabilities Homeless Migrant ELLs	Open House & Parent Teacher Conferences	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Economically Disadvantaged				
Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Open House & Parent Teacher Conferences	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Career Day	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Career Day	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
ELA	Students with	Family Literacy Night	All Stakeholders	10% Increase in Parental Awareness	What Works Clearing House

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disabilities Homeless Migrant ELLs Economically Disadvantaged			and Student Achievement and Motivation in the Priority Areas.	http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Family Math Night	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantaged	Kindergarten Orientation	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Math	Students with Disabilities Homeless Migrant ELLs	Kindergarten Orientation	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Economically Disadvantaged				
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantage	Honor Roll Ceremonies	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantage	Honor Roll Ceremonies	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
ELA	Students with Disabilities Homeless Migrant ELLs Economically Disadvantage	Winter & Spring Concerts	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Math	Students with Disabilities Homeless Migrant ELLs Economically Disadvantage	Winter & Spring Concerts	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
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**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Research has shown that strong home-school collaboration results in higher grades, test scores, and graduation rates, better school attendance, increased motivation, and better self-esteem (University of Michigan). The research has also shown that having a clear link between the home and the school has increase engagement within the school to help address the deficiencies the priority areas.

2. How will the school engage parents in the development of the written parent involvement policy?

A parent representative is a member of the School Management Team and has the ability to share information with members of the community. PTO meetings as well as more night SMT Meetings will address the strengthening of the policy.

3. How will the school distribute its written parent involvement policy?

The school-parent compact is distributed the first day of school with emergency cards, lunch application forms, parent handbook, and student handbook. Homeroom teachers are responsible for collecting the signed forms and contacting parent who do not return them.

4. How will the school engage parents in the development of the school-parent compact?

Parents are engaged through the PTO and other school events. A parent is a member of the School Management Team.

5. How will the school ensure that parents receive and review the school-parent compact?

The school-parent compact is distributed the first day of school with emergency cards, lunch application forms, parent handbook, and student handbook. Homeroom teachers are responsible for collecting the signed forms and contacting parent who do not return them. The school-parent compact is posted on the school website.

6. How will the school report its student achievement data to families and the community?

Back to School Night; Parent/Teacher Conferences; Park Avenue School Parent Newsletter sent out monthly; Park Avenue School website; Parent Notices sent out weekly; Orange Transcript/Star Ledger Newspaper articles; New Jersey School Report; Progress Reports; District Website; School and District phone blasts.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

A letter is sent home to notify parents when the district has not met their AMAO. However, the district has met its AMAO for the past three years; therefore, this notification has not been required of the district.

8. How will the school inform families and the community of the school's disaggregated assessment results?

Park Avenue School sends home individual student reports and cluster reports regarding student outcomes on the NJASK. The school also holds parent meetings to discuss the results and address questions. Many informative documents are placed on the school website for families to review.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

A parent representative serves on the School Planning and Management Team who disseminates information to the PTO members.

10. How will the school inform families about the academic achievement of their child/children?

Individual student data is reported to parents via the child and at parent conferences. Additionally, parents have access to the Parent Portal in Genesis to review information daily about their child's progress.

11. On what specific strategies will the school use its 2014-2015 parent involvement funds?

Park Avenue School will use their PI funds to purchase grade appropriate novels to build the home libraries of students. This has been successful in the past, as parents often spend many hours in the school's media center seeking information and assistance choosing appropriate literature for their child. In doing so, we hope that parents read with their children and this will lead to raising the LAL proficiency on all assessments.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	44	Continuous PD to improve/maintain best practices. Mentoring will be provided to retain new staff members to the district in accordance with the district and state mentoring plan.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	19	Continuous PD to improve/maintain best practices.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	N/A	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The Administrative Assistant to the Superintendent/Human Resources meets with each teacher to determine his/her status and ensures that all documentation is on record in Human Resources. Additionally, all new hires must have HQT documentation prior to interviews.	Building Principal District Directors District Assistant Directors Human Resources